



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

JUNE 1918

EDUCATIONAL NEWS AND EDITORIAL COMMENT

Legislation is being enacted in many of the states and by Congress in the effort to perform a duty which has been recognized in a vague way for a long time, but which has been put off **Teaching** **Immigrants and** because of lack of funds and enthusiasm. This **Illiterates** legislation relates to the training of immigrants and to the correction of illiteracy.

The astonishing fact was brought out by the coming together of the national army that there are a great many men in this country who cannot read or write. Not only is there a deficiency in English, but in many cases the men in the army cannot read and write any language whatsoever. The figure is reported by the Bureau of Education to amount to fifty thousand in the national army.

The bringing together of a large number of men always emphasizes any social phenomenon, but this revelation with regard to the deficiency of our educational system is enough to shock into action even those who have up to this time been unmoved by the statistics with regard to illiteracy and the needs of immigrants.

The *New York Sun* reports as follows with regard to New York state:

The three measures for the compulsory education of all non-English-speaking minors, which Governor Whitman has approved, may turn out to be

prolific of difficulties. No one will question the excellence of their intent; and they seem to be clearly drawn and possibly well adapted to their purpose. But it looks a little like a matter for post-bellum development rather than one that demands immediate attention among pressing war problems. Moreover, the additional expense will be enormous, if it be true, as estimated, that there are no less than 72,000 boys and girls between the ages of sixteen and twenty-one who will come under the provisions of these laws.

Senator Robinson's bill requires that every boy or girl between sixteen and twenty-one years of age who cannot speak, read, or write the English language, as is required for the completion of the fifth grade in public or private schools, must attend some day or evening school or some school maintained by an employer under the supervision of the local school authorities. This law takes effect October 1.

A second bill, introduced by Assemblyman Schuyler Meyer, proposes night schools for the education of such boys and girls in cities of the first class during the day school term; in each city of the second class on at least one hundred nights, and in each city of the third class on at least eighty nights. All such night schools are to be free.

The third bill, presented by Senator Lockwood, appropriates \$20,000 to maintain training institutes in normal schools and elsewhere for the regular training of teachers to give instruction to these illiterates over sixteen years old.

This calls up one obvious difficulty. There are no teachers available. It would be impossible to add 72,000 pupils to the already well-filled night schools. Moreover, these larger children require particular treatment. Existing night schools are not planned for them, and in many districts there are no buildings in which to house them.

Perhaps, after all, it is only adding one more large item to the growing school problem that was already complex enough. Children of school age increase far more rapidly than the system of teaching can be—or, at least, has been—expanded to meet their need. Large as the expenditure now is, it must be enormously larger before we can hope to catch up, in caring for our own children, to say nothing of providing for these newcomers.

The following article from the *Christian Science Monitor* states the case for Massachusetts and also calls attention to the necessity of general federal legislation:

There are in this state more than 333,000 people, ten years of age or older, who can neither read nor write English, according to Charles F. Towne, recently appointed by the State Board of Education to direct its newly installed department of immigrant education. And it was for the purpose of more definitely and more thoroughly teaching the English language to aliens, and so quite perceptibly diminishing the number of the non-English speaking, that this new department was brought into being by the board. And though in office but five weeks Mr. Towne already reports plans nearly ready for action.

"In Massachusetts," said Mr. Towne, "in every representative group of 1,000 people there are 110 who do not understand our language. We have no common means of communication with them, with the almost tragic result that they cannot grasp the significance of our being in the war, and its many just demands upon them.

"As Secretary Lane has said, such a large part of our population cannot read our daily papers, cannot make out the Liberty Loan posters, the appeals on food conservation, and so on, that it is a real menace. It is easy enough for agitators to tell the parents among these aliens that their boys in France are fighting for selfish money magnates."

Mr. Towne, who has come directly from five years' experience as the assistant superintendent in charge of evening-school work in Providence, Rhode Island, announces his present purpose thus: to find the best methods for teaching English to foreigners and to train teachers in these methods. A class of teachers started training under Mr. Towne last week. He further announces that he has prepared a special course for teachers of English to immigrants to be given in Hyannis Normal School between July 9 and August 9.

In explaining the problem immediately before him, Mr. Towne said: "Of course the public school is the logical place in which to do this teaching, yet 333,000 suddenly added to the rolls would overwhelmingly tax the educational equipment of the state. Furthermore, 70 per cent of this 333,000 are over twenty-one years or over, and are not, therefore, affected by the illiterate minor law regarding school attendance.

"There always has been a great deal of exploitation and inequality among the aliens because of their ignorance of the English language. Assimilation and naturalization have lagged. We have allowed them to segregate into cramped communities as troublesome parasites upon our citizenship instead of helping them to become its strong branches. Now citizenship has long been preached and insisted upon, but it cannot come before its language is understood.

"The evening school has not solved the difficulty. The men are not attracted to a school that comes at the tail end of the day, and the women with children do not find it easy to get away. Nor have these schools been able to supply the most practical kind of instruction.

"Employers of labor appreciate the value of employees who can understand directions. The times demand labor conservation, so that employers are more unwilling than ever to submit to the expense and the risk of constant discharge and hiring of help. They are more willing to train and to keep the help which they now have. In Detroit and other cities remarkable success has been won by big employers who have instituted educational courses right in the factories. These classes have proved to be the highest type of melting pot in the making of citizens, coincident with the making of intelligent employees."

The solution of the problems that are suggested in these efforts of the various states will never be complete until there is a federal department of education equipped to carry on a movement throughout the whole nation. Several national commissions are at work on the problem of framing a suitable bill for the creation of a federal department of education. Very shortly the action of these commissions ought to be in the hands of Congress and before the people of the country. It is to be hoped that the movement will be successful in order that these problems of Americanization may be solved.

The city of Detroit has a well-developed system of junior high schools. During the last two summers it has laid especial emphasis on the work of these schools. The reason for doing so is that children of the junior high school age are old enough so that they can readily take advantage of educational opportunities offered during the vacation period and they are not old enough to be admitted to the various industries. The parents of children from twelve to fifteen years of age are coming to recognize more fully than they used to the importance of using the summer in some productive way.

The statistics of attendance in these summer sessions are of especial interest because they show, in the first place, that the schools which were originally organized to take care of delinquent students are coming to be attended more and more largely by those who are taking advanced courses. The statement which is made in a report from the superintendent's office on this matter is as follows:

Although the summer sessions were originally started for delinquent children, this condition has long since been entirely changed. During the first few years the delinquents were given the advantage over those trying to advance a half-grade by caring for the repeaters first. If there happened to be any room after the delinquents had been enrolled others were admitted. In 1916 conditions had so changed that this ruling was dropped. This was due to the demand of parents that their children, bright and industrious enough to avail themselves of the new opportunities, be given a chance. The result was that 786 of the children enrolled were taking an advance grade and 438 were repeating work. The sessions of 1917 saw an even more radical shifting of

alignment of these two classes of students. Only 510 of the total enrolment were classed as repeaters and the remainder, 85 per cent of the total, were all taking new work. This notable change can possibly be largely accounted for by the awakening of the parents to new opportunities for their children, a fact brought closer home to them by a modest publicity campaign conducted by the department of summer schools. The great waste of time caused by a two months' cessation of school during the warm weather is appealing less to thinking parents each year. The uncertainty of the future is also a determining factor in forcing them to the conclusion that it is wise to secure for their children all the knowledge they possibly can before supernormal conditions prevail and affect the family's economic life.

The second matter of especial interest is the very large percentage of average attendance in these summer sessions. The statement from the superintendent's office on this matter and also on the matter of the cost of conducting these sessions is as follows:

The average high-school attendance is 94.3 per cent, while that of the elementary schools averages several points higher. The uniformly agreeable weather was responsible for the increase over the 92.7 per cent of 1918. The teaching cost compares very favorably with the regular sessions. On paper summer schools ought to be twice as expensive, due to double-period classes, each student reciting twice a day in the same subject. This actually cuts in half the number of students taught by each teacher. Summer school costs have been kept down by eliminating small classes. Thirty pupils form the average class, a slightly higher ratio than during regular sessions. The teaching cost in the high schools is necessarily larger than in the elementary schools, due to the difference in salary schedule. The total cost per student, leaving Cass Technical out of consideration, is approximately \$4.85.

The Committee on Public Information, which is virtually the publicity department of the federal administration, will begin the publication during the summer of a new bulletin which is to be distributed to teachers. This bulletin is issued in compliance with the request of the National Emergency Council of Education that the federal government bring together in some centrally organized form the various matters with which the schools are asked to deal.

In announcing the new publication the Committee makes the following statements:

I. PURPOSE

The basis of all service is morale. If the American people are rightly informed as to the origin of the war, the righteousness of our entry, and the

supreme importance to us and to the world of bringing it to a successful issue, they will continue to bear willingly and without complaint the necessary burdens. The schools are among the most important agencies for accomplishing this work, for through them most of the specific appeals for co-operation and service are made. It is the purpose of this publication to provide a means for building up a proper morale and for unifying those propagandas and activities which affect the schools.

II. CONTENT

It is the aim of this publication:

1. To interpret to the teachers of America and through them to the children under their charge high ideals of American patriotism and the privileges and obligations of American citizenship.
2. To facilitate the study of the causes and course of the war and of the various problems connected therewith.
3. To present, as far as may be practicable, with some reference to their order of priority, the propagandas and activities of the various federal agencies seeking access to the schools.
4. To serve as a clearing house for the interchange of plans, suggestions, and successful experiences relating to war service work in the schools.
5. To direct attention to some of the more important articles, pamphlets, and other publications which deal with war activities in relation to the schools.

III. FREQUENCY OF ISSUE

During the coming summer it is planned to issue a special number for the teachers attending summer schools in colleges, normal schools, and universities, and a special number for teachers attending county and city teachers' institutes throughout the country. During the school year the publication will be issued at such regular intervals as may seem best in order to accomplish the desired purpose.

IV. EDITORIAL MANAGEMENT

The publication will be issued by the Division of Civic and Educational Publications of the Committee on Public Information, with Dr. Guy Stanton Ford, director of the division, as editor. A representative committee of educators nominated by the National Education Association Commission of the National Emergency in Education and the Emergency Council will act as an advisory editorial board in co-operation with Dr. Ford.

V. CIRCULATION

The teachers' national service publication will be sent free to the schools of the United States. Others desiring to secure the publication may do so at a nominal price.

Mr. Andrews of the Grand Rapids school system has issued a bulletin to the teachers of that city on methods of cultivating silent reading in the grades. This is a problem on which relatively little work has been done, although it has been recognized for some time that silent reading is very different in character from oral reading. Most of the books on methods have given emphasis to the school methods of securing good oral reading. Teachers have also been trained in normal schools and colleges of education in the methods of securing good oral expression, but in general the methods of silent reading have been passed over in a very superficial way.

The suggestions prepared by Mr. Andrews make an interesting beginning of a solution of the problem of teaching silent reading. It is not possible here to quote in full Mr. Andrews' circular. The following quotation will, however, give an idea of the main points which he emphasizes in regard to silent reading.

MATERIAL

The material for silent reading should be simple, so that the technique of reading will not give trouble. At the same time care should be taken in the fifth and sixth grades that the pupil does not consider the reading unworthy of serious consideration. Generally a 4-1 class can use a 3-2 book, and a 3-2 class a 3-1 book, etc. An effort should also be made to find material they have not read before, and the pupils should not be allowed to use the silent-reading book during leisure time.

Silent reading should be largely informational. History and geography stories serve the purpose very well.

As far as possible the material should be well organized. One criticism of many geography stories (although, as stated above, generally speaking this is good silent-reading material) is that they are developed with short, choppy sentences, and there are no larger units of thought about which the material may be organized.

PREPARATION

Conditions should be conducive to good thinking. Care should be taken in regard to the temperature; interruptions should be avoided as far as possible, and it should be impressed upon the pupils that this is a time of thoughtfulness and concentration. The difficulty with the average study-period is that those pupils who already read well will make good use of their time while those who are backward will waste their time. Moreover, this sort of a drill gives the

pupil the impression that silent reading requires little effort. On the contrary, it should be constantly borne in mind that skill in silent reading is the most fundamental factor in all education. In order to secure good results the teacher must be with the class and have certain definite ideals in mind.

DRILLS

Have pupils find the page where the silent-reading lesson is to begin. Definitely assign a page or two to be read silently, urging pupils to read carefully that they may be able to reproduce all that has been read. At a given signal have all the pupils start to read together. Stop the lip reading as early as possible, as this slows up the reading and certainly does not improve comprehension. When the pupils have finished the reading have them turn their books upside down on the desk and think over contents of the lesson. When about two-thirds have finished select someone to come to the front of the room and tell what has been read. Not only must all the points be brought out, but they should be developed in the same order as presented on the printed page. When the first report is finished have other pupils tell anything that has not been told. Discourage verbosity and commend accuracy and precision. Give assignments of considerable length, as teachers are often surprised at the ability of many pupils to present the contents of two or three printed pages. Again with all drills as soon as the facts have been presented the class should be given a new assignment so that as much ground as possible will be covered. In a thirty-minute period six or eight pupils ought to give reports and the other members isolated facts. The value of the drill, however, is the large amount of silent reading that will be done by all.

Make a definite assignment as in drill 1. This exercise is to encourage rapid reading. Give instructions that all are to read as fast as possible, and at the same time caution to read carefully. A good way to stimulate rapid reading is to announce that the pupil who finishes the reading first is to have the privilege of making the report. When about two-thirds have finished the reading, proceed as in the first exercise, being sure that every important point is developed.

Most teachers will agree that the rate of reading is largely a matter of habit and that up to a certain point the rate of reading may be improved without affecting the quality. In fact, it is generally thought that up to a certain point an increase in rate of reading will be accompanied by an improvement in comprehension. The explanation of this is largely that the pupil who is trying to read rapidly is concentrating more intensely than the one who makes no attempt to read the page in as short a time as possible and spends part of the time looking around the room. Of course it is to be constantly borne in mind that comprehension is the most important factor in all reading and that there is for every person a rate of reading beyond which he cannot go without diminishing comprehension.

One session of the High-School Conference held at the University of Chicago during the first week in May was devoted to a discussion of the junior high school and its course of study. Superintendent Shoop of the Chicago schools made the opening address and discussed the establishment in the city of Chicago of junior high schools. He gave the various reasons which led the administration of the Chicago schools to start this experiment. He called attention to the three junior high schools now organized and stated that three more will be opened in the near future. It is not the purpose of the Chicago administration to make any radical changes. The schools are to be at the outset departmentalized schools, but the changes in the course of study are by no means extreme. If the experiment proves successful in the schools in which it is now being operated, a large number of junior high schools may be expected in the future. Superintendent Shoop emphasized the fact that these schools are intended to give a larger opportunity to children who in the past have been disposed to leave school before securing a high-school education. They also make it possible for those who are going on into the high school to prepare more adequately for their work in the upper classes.

Mr. Shoop's general address was followed by a series of papers giving detailed accounts of the courses of study in various lines. Manual training in the junior high school, history, English, and mathematics were discussed by various speakers. Special discussions presented the actual practices of a number of high schools in each of the subjects indicated. The speakers also summarized the newer tendencies in regard to these courses and suggested the modifications which are necessary to improve the work.

The reception which the new junior high school is receiving in Chicago is indicated in the following editorial from the *Chicago Journal*:

In several of the elementary schools of Chicago what are called "junior high schools" have already been organized, and arrangements have been made to extend the plan to many others. This means that the high school of a district sends back its first-year pupils to the elementary school from which they came, and that they are there grouped with the seventh- and eighth-grade

pupils into a separate unit for instruction, thus forming a sort of bridge to connect the six elementary grades with the three-year group still remaining in the high-school building.

This is a really constructive reform which has many advantages and which should be extended as rapidly as possible to cover the entire city. It will tend to keep many pupils at work in the elementary-school building a year longer than they would otherwise remain, and will encourage quite a number of these to move on to the senior high school, because they will feel that, having already begun high-school work, they might as well go on with it.

Another advantage is that it will restore to the high schools the proper atmosphere of those institutions. For it is a fact, as obvious as it is lamentable, that the average of pupils admitted during recent years to the high schools has been far below that which was the rule twenty-five years ago. There has been a steady deterioration of quality, resulting from ill-advised experimentation in educational methods, and from a dilution of the preparatory work with nonessentials, that has made the high-school beginner lag about two years behind his predecessor of the seventies and eighties.

This blight upon the system has been insidious and progressive, but everyone who has been long in the service has abundant evidence of its results.

In thus relieving the high schools of something like 40 per cent of their pupils, most of whom cannot, by any stretch of the charitable imagination, be considered as belonging in any high school, room will also be made in those now congested buildings for the superaddition of two years of college work to the present curriculum. This is the next great reform called for in the system, and no city of the size and wealth of Chicago can afford to be deaf to its insistent claim.

The path has already been shown by the technical schools and by the private foundation of Lewis Institute, and should at once be followed by the other high schools of the city.

The National Security League asks that teachers co-operate in its effort to develop material for courses in civics. The editors of *this Journal* are very glad to contribute in any way possible to the spread of the movement for civics teaching in elementary schools. They give space, therefore, both to the statement of the Committee and to its series of questions.

The majority of our people, our voters, therefore our rulers, enter industry from the grammar schools, unequipped by training to understand this government that they form and direct. Certain communities have, through experiment, established valuable courses in civics and in community history and citizenship training. By courtesy of these communities the Committee, of

which the address is given below, hopes to disseminate knowledge of this successful work throughout the country. Taking as its creed the motto of the National Security League, "Knowledge by the people is the sole basis of national security," the Committee hopes to inspire the schools of the nation to give to the children of America a thorough education in the ideals of true American citizenship.

The Committee is therefore sending out, for preliminary investigation, a civics inquiry in the hope that teachers and school officials everywhere will feel called on to send to the Committee their answers to the questions, since "in a multitude of counselors there is wisdom." This problem of citizenship teaching is a national one and can be rightly solved only by the combined wisdom and experience of the educators of the country. It is a problem which concerns everyone of 750,000 teachers who are urged to take part in the discussion. It concerns every father and mother in the country; their views are also invited. Any helpful suggestions for the teaching of patriotism and all inquiries as to matter and methods should be addressed to Etta V. Leighton, chairman of the Committee on Citizenship in Elementary Schools, Bureau of Patriotism through Education, National Security League, 19 W. Forty-fourth Street, New York City.

CIVICS INQUIRY

1. What, in your opinion, constitutes valuable civics instruction?
2. Should civics instruction begin in the first grade?
3. Should it be treated in the early grades separately or incidentally?
4. In what grade should it be handled as a separate subject?
5. Would you favor examinations in civics separate from the history examinations?
6. Do you think civics and patriotism can be taught incidentally?
7. Is there danger that in teaching civics and patriotism incidentally the rush work in the classroom may cause such teaching to be relegated to the tomorrow which does not always come?
8. Do you think the consensus of opinion among teachers would favor a civics syllabus revision according to present needs?
9. Would you favor providing each teacher with a statement of fundamental American doctrines?
10. What, in your opinion, is the best way to teach patriotism?